DOCUMENT RESUME

ED 105 268 CE 003 576

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TITLE Indiana Leadership Development Program: A Summary Report.
PUB DATE Dec 74
NOTE 15p.; Paper presented to the Annual Meeting of the American Vocational Association (New Orleans, Louisiana, December 1974).

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Administrator Education; *Consortia; Dual Enrollment; Educational Administration; *Inservice Education; Interdisciplinary Approach; *Interinstitutional Cooperation; *Leadership Training; Management Development; Team Administration; Vocational Directors; Vocational Education

ABSTRACT

A 10-month program to provide inservice education for vocational education administrators was developed by a consortium of four universities in Indiana and coordinated by a management team. Seventy of 120 persons who were eligible for the program applied, and 30 were selected. The program was presented in four phases: synergistic studies, to extend communication and clarify or resolve issues regarding vocational technical education; microtopics, 18 short intensive units on the administrative level; travel seminars to acquaint participants with exemplary programs in surrounding States; and contracted studies, in which participants focused on a group project, then a forum, leading to formulation of legislation establishing a new State administrative system. All phases were converted to course names and numbers so that participants could apply credit to graduate programs at any of the four universities. General objectives were to explore and refine administrative concepts and competencies, formulate sophisticated approaches to administrative roles, and expand awareness of interdisciplinary concepts. (MDW)

ED105268

FEB 14 1975

INDIANA LEADERSHIP DEVELOPMENT PROGRAM

A Summary Report

Presented to

AMERICAN VOCATIONAL ASSOCIATION CONVENTION

New Orleans, Louisiana 1974

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INDIANA LEADERSHIP DEVELOPMENT PROGRAM

AMERICAN VOCATIONAL ASSOCIATION CONVENTION

December 1974

The Indiana Leadership Development Program for Vocational Administrative Personnel was conceived as a means for providing in-service education to meet the specific needs and interest of the highest level administrators in the Indiana vocational education delivery system. Program activities were designed to achieve the objectives of extending administrative capabilities and enhancing leadership characteristics.

A consortium of universities within the state of Indiana developed and operated the ten-month program. The consortium approach recognized that the combined resources of the four universities provided the greatest potential for serving the needs of the target group. To maximize the consortium's potential it was necessary to develop a management system that was more than an agreement of four independently functioning institutions. A single unified program was developed and coordinated with existing graduate programs. Participants could apply credit earned in the in-service program to the graduate programs of any of the four institutions. Thus, the Indiana Leadership Development Program is a single in-service program operated by four institutions under the coordination of a management team.

Objectives

The program was designed to achieve four objectives:

1. To examine concepts of leadership relative to administration and supervision of vocational technical education programs.

2. To expand understandings of the interdisciplinary concepts of vocational technical education.

3. To formulate sophisticated approaches to planning, conducting, and evaluating vocational technical education programs.

4. To refine competencies that will allow continuous growth in administrative roles.

Population

The target population of the program was intentionally narrow. The population included the highest level vocational technical administrative personnel in secondary schools, post-secondary institutions, Division of Vocational Education within the State Department of Public Instruction, and Department of Labor Skill Centers. A careful analysis of these target groups indicated that 120 persons in the state were eligible for the program. An announcement was sent to all members of the population. Ninety inquiries requesting additional information and application materials were received. Subsequently, seventy persons applied for the program. Final selection of the thirty participants included rigorous application procedures. These procedures included: review of the applicant's professional background, endorsements from other administrative personnel, and interviews with representatives of the four higher education institutions. The state director of vocational education, because of his unique position in the vocational education delivery system, was granted an affiliate membership to the project, bringing the total number of participants to thirty-one. Final compostion of

the program included six regional campus directors and three state level deans of the Indiana Vocational Technical College, five consultants from the Division of Vocational Education, two directors of MDTA skill centers, and fifteen secondary school vocational education directors. Twenty-nine participants completed the 10-month program.

Program Management

The program was conceived, developed, and conducted by a consortium of four higher education institutions in Indiana. The institutions include: Ball State University, Indiana State University, Indiana University and Purdue University. Formal contractual agreements bound the four institutions and committed resources of these institutions. A management team was constituted. Each institution was represented by a member of the graduate program of that institution on the management team of the program, See Figure I. The four member management team planned and conducted the program's activities. Additionally, each management team member served as the coordinator of the program within the home institution. Released time was granted to members of the management team by their institution to participate.

Several features of the management team's operation should be noted. The management team established a separate identity from the home institution. Meetings were held weekly in a central location, never on one of the university campuses. Meetings began informally, typically with breakfast or coffee. Matters discussed by the management team were not voted upon and were discussed until concensus was reached. Meeting minutes were not kept and potential controversial topics were reviewed on several occasions to assure that the plan of action was in agreement of all members. Members of the management team

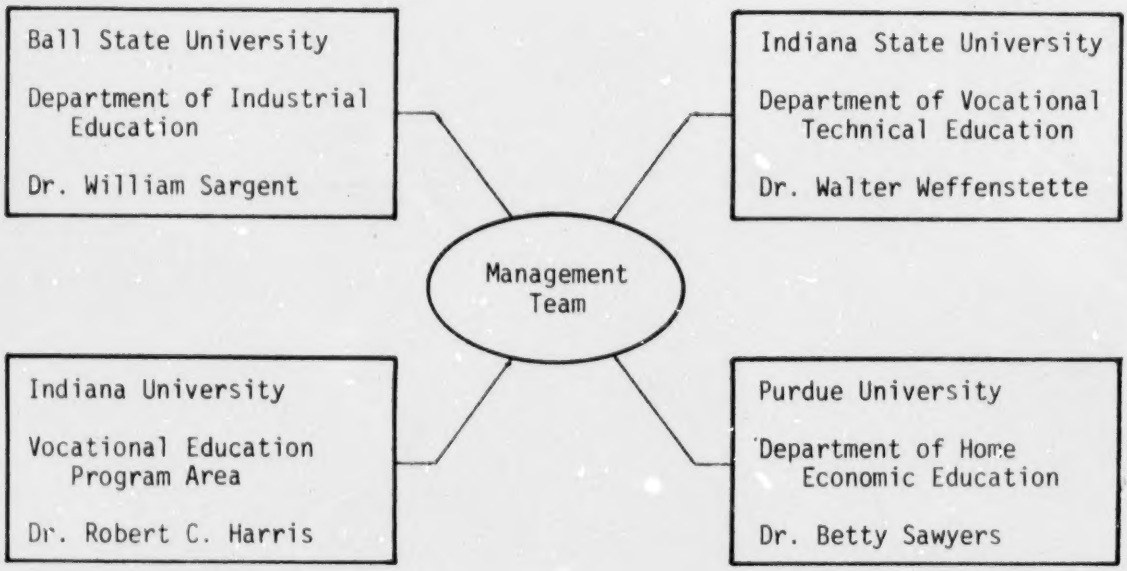

Figure I Management System: Indiana Leadership Development Program

were expected to participate in all the program activities. It is believed that much of the program's success and the ability of the management team to work and function effectively was based upon these principles.

Funding

Funds for conducting the program were drawn from essentially three sources. Participants contributed toward their involvement. Each university supported the program and a grant from the United States Office of Education to the State of Indiana in the form of an Educational Professional Development grant for $65,000 was received. It is estimated that the contribution made by the four participating institutions was approximately equal to the EPDA grant. Additionally, participants invested an aggregate of approximately $28,000 to participate. These expenses were largely due to lodging, travel and registration in graduate programs. Only a portion of these expenses

were off-set by stipends provided to participants. Indiana University served as the primary contracting agency and sub-contracts were issued to the three other participating institutions.

Phases of the Program

The program was conceived to include four essential phases. These phases while independent were conducted concurrently. The phases include synergistic studies, micro-studies, travel seminars, and contracted studies. See Figure II

Synergistic studies focused on extending lines of communication and clarifying or resolving issues relative to vocational technical education in Indiana. Workshops, weekend retreats, involved all participants and management team staff. Only in limited instances were outside resource people included.

The initial workshop included a banquet and project orientation. A second retreat focused on sensitivity training designed to establish open communication. Discussions of agency rules and clarification of missions was the format for retreat three. Finally, discussion of issues relating to the state's vocational technical education delivery system provided the theme for the remaining workshops. Participants were organized into six sub-groups and each sub-group was charged with the responsibility of developing various positions on an issue. The sub-group used an advocate team approach to present and analyze the issue before the entire delegation.

Participants readily assumed leadership of the activities. The majority of the activities were held in the Indianapolis area in motels providing a desirable meeting facility and overnight lodging. This formal and informal

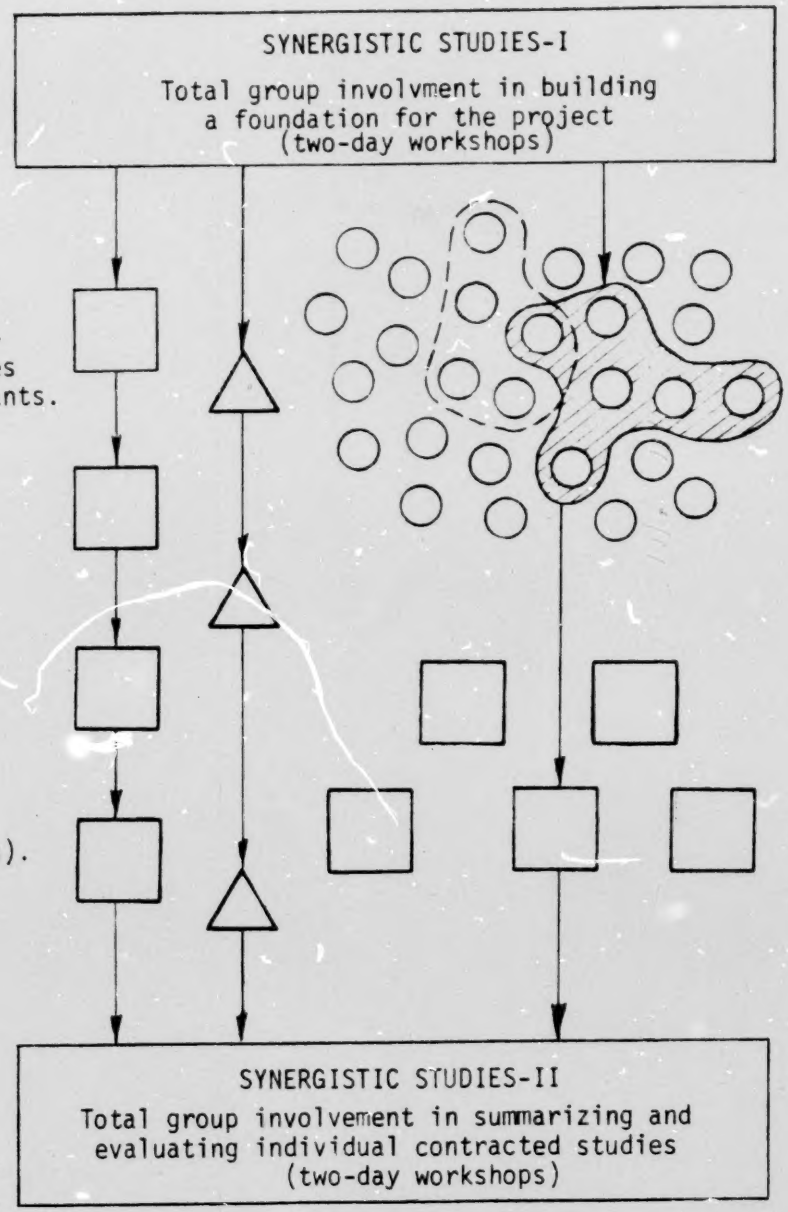
SYNERGISTIC STUDIES-I
Total group involvment in building a foundation for the project (two-day workshops)
SYNERGISTIC STUDIES-I-Cont.
Maintaining unity and integrating learning experiences of the individual participants. (Two day retreats).
MICRO STUDIES-I, II, & III
Small group, short intensive learning experiences selected by the participant. Selected combinations of micro studies constitute requirement for a graduate credit. (Friday and Saturday sessions)
TRAVEL STUDIES-I
Travel to select exemplary program and meeting with regional and national leaders from USOE. (Two and three day sessions).
CONTRACTED STUDIES-I & II
Individual resolution of problem(s) related to one's institutional setting through independent study. (Meeting by arrangement with resource personnel as needed).
SYNERGISTIC STUDIES-II
Total group involvement in summarizing and evaluating individual contracted studies (two-day workshops)

Figure II Program Phases - Indiana Leadership Development Program

setting was essential for maintaining a high communication level. A single conference table provided seating for the thirty-five delegation members. This arrangement encouraged participation and stimulated purposeful activity.

Micro-topics were short units of instructions intensive in nature and specifically designed to enhance administrative capabilities. Topics were essentially receiving in nature. While most of the topics were familiar to the participants, it was the level of the presentation that was unique. Micro-topics drew upon the unique skills and expertise of university personnel and other consultants. The three to six hour presentations were designed to focus on extending administrative skills. From a list of fifty-one potential micro-topics, participants identified thirty-two units of primary interest to them. Eighteen micro-topic sessions were conducted. Since enrollment was not limited, these included from five to thirty-one participants. Included in Table 1 is an array of micro-topics conducted in the program.

The majority of micro-topics were conducted on Friday evenings and Saturdays. The one exception to this format was a four-day workshop held at a marina on Lake Monroe. The theme of the four-day retreat was program budgeting techniques. Intensive learning sessions were designed and coordinated with leisure activities provided in this retreat.

Travel seminars were designed to acquaint participants with exemplary programs in surrounding states and to facilitate communication with ancillary services on a regional and national basis. A meeting was held at William Rainey Harper College in Illinois to review the management by

MICRO TOPIC SCHEDULE

Indiana Leadership Development Program

Date		Topic	Time
June 7	1)	Developing, maintaining and assessing staff moral	3
	2)	Program visibility and promotion techniques	3
June 8	3)	Models for counseling, testing, selecting and recruiting students	6
June 25-28	4)	Program planning budgeting systems	36
July 26	5)	Securing extra dollars/external sources of funds	3
	6)	Inventory, depreciation policies and techniques for equipment and facilities	3
	7)	Curriculum cluster studies	3
July 27	8)	Budgeting techniques	6
September 13	9)	Developing staff professionalism	3
	10)	Competency based teacher education and teacher competency tests	3
	11)	Placement responsibilities and techniques	3
September 14	12)	Staff and course evaluation techniques	4
	13)	The law and you: affirmative action and student rights	4
October 11	14)	Program evaluation: process and product	3
	15)	Authority for decision making	3
	16)	OSHA: How it effects you	3
October 12	17)	Research and the decision maker: follow-up and longitudinal studies	4
	18)	Principal's view of vocational directors	4

Table 1 Micro Topics - Indiana Leadership Development Program

by objective system of that institution. Additionally, working relationships were explored with the regional curriculum laboratory and administrators from the Region V of the U.S. Office of Education. The center for vocational technical education was visited during the summer in conjunction with visits

to Montgomery County Area Vocational School and the Batelle Institute. Finally, participants traveled to Washington, D.C. to meet with U.S. Office of Education personnel, Department of Labor personnel concerned with CETA, executive personnel of three professional associations and the Assistant Director of the House Education Committee. These discussions focused on forthcoming legislative priorities relative to vocational technical education and the relationship of vocational education system to CETA. The close working relationship of participants established early in the program served as a foundation for informative discussions and interactions with the personnel through the travel seminars. The travel seminars further provided the opportunity for participants to interact and develop closer working relationships.

Contracted studies were originally designed to allow the participants to select an individually oriented problem associated with a specific administrative role. The plan of action was modified at the request of the participants. A group project was undertaken. Through the contracted studies approach, a forum was established for discussing the merit of a central state administrative agency for all levels of vocational technical education. In depth analysis of this problem were conducted and subsequent proposals were developed. Legislation establishing a new state administrative system is presently being formulated.

Relationship of Graduate Program and Leadership Program

An important feature of the Indiana Leadership Development Program is the coordination of the four phase activity of the program with existing graduate programs within the four institutions. Participation in the leadership program provided eighteen hours of graduate credit applicable

to master's, six-year certificate or doctoral degree work. The activities while conducted off-campus were considered campus credit.

Nine semester hours or its equivalent in quarter hours were offered by each institution. By providing nine-hours of course credit through each institution requirements such as minimum class size were met. Participants were admitted to two of the four institutions. However, many of the procedures normally associated with graduate school admission and enrollment were waived, such as, late fees, use of the library without enrollment, off campus registration, etc. A careful analysis was made of the programs activities within the four phase program. This analysis was synthesized with courses of existing graduate programs. Therefore, it was not necessary to develop courses to provide credit for participation since the activities of the program closely paralleled the course content in each three university courses. See Table 2. The course's content was similar, however, the level of presentation and depth of interaction was appropriately higher to be consistent with the interest and educational level of the persons involved in the program.

Outcomes

Several outcomes of the program are worthy of noting. These outcomes include benefit to consortium institutions, the participants, and the agencies they represent.

Through participation in the consortium, the four institutions have attained a new level of cooperation. While there continues to be sound competition for students and development of quality graduate programs in the four institutions, the consortium program has provided greater awareness of the innate capabilities of each institution and a new respect for

Institution	Course Number	Course Title
Synergistic Studies I - - - - - - - - - Spring 1974		
Ball State University	592	Supervision and Administration of the Vocational and Practical Arts
Indiana University	522	Administration and Supervision of Vocational Education
Micro Studies I - - - - - - - - - - - - Spring 1974		
Purdue University	591	Accountability and Evaluation of Vocational Education
Indiana State University	671	Philosophy of Industrial-Vocational-Technical Education
Micro Studies II - - - - - - - - - - - -Summer 1974		
Indiana University	525	Problems in Vocational Education
Indiana State University	679	Problems in Vocational-Technical Education
Contracted Studies I - - - - - - - - - -Summer 1974		
Ball State University	597	Independent Study in Industrial Education
Purdue University	590	Individual Research Problems
Micro Studies III or Contracted Studies II - - Fall 1974		
Ball State University	597	Independent Study in Industrial Education
Indiana University	505	Workshop in Vocational Education
Indiana State University	603D	Topics and Experiences in Vocational-Trade-Technical-Education
Synergistic Studies II - - - - - - - - -Fall 1974		
Ball State University	598	Seminar in Industrial Education
Purdue University	668	Seminar in Vocational Trade and Industrial Education

* Each participant will complete 18 semester hours or 27 quarter hours of credit.
** All participants will enroll in one course each phase.

Table 2 Conversion of Program Phases to Graduate Credit-
Indiana Leadership Development Program

joint efforts. Clearly, the present program is only one of a number of possible consortium programs that could be developed by the state's higher education institutions. The consortium approach recognizes that each institution has unique resources that can be brought to bear upon specific targeted groups, and new publics can be served through joint efforts that could not otherwise be served by a single institution.

Participants have indicated by their participation and statement that the program has clearly brought to them a new level of in-service education. Many persons who otherwise would not have been encouraged to continue formal education were brought back to higher education programs. Frank and honest discussion between participants has lead to greater understanding of each other and new respect for the individual and the agency he represents. The foundation for sound working relationships in such matters as cooperative arrangements has been made. Micro-topics have provided a new level of awareness on key topics. The travel activities have provided new insights in addition providing to personnel and agencies external to our system, a new awareness of the capable leadership that exists in vocational education in Indiana.

The complex delivery system of vocational technical education in Indiana has benefitted greatly through the project. Improved working relationships have been developed and a foundation has been laid for discussing and resolving many of the critical problems facing vocational technical education in our state. Reduction in the duplication of service and facilities, reduction in unnecessary competition for students and improved working relationships between the three agencies are three of the several important areas where solutions have been expedited.

Summary

The Indiana Leadership Development Program conducted by a consortium of higher education institutions has clearly demonstrated to vocational technical education personnel in Indiana that the approach not only works, but is a reasonable means for achieving in-service education for a select target group. While we continue to believe in the integrity and need to develop strong separate institutions in our state, clearly, in select areas of interest and select publics to be served, the consortium approach maximizes the potential of the four institutions. The groundwork for cooperative relationships has thus been established and continued activities are now underway.

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